STUDENT ENGAGEMENT STRATEGIES

Helping all Students to Think at High Levels

**We have some handouts for you today. For copies of the presentation and additional materials used for activities, please be sure we have your email.*

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NCAGT

March 2016

STUDENT ENGAGEMENT

- *Relationships and Connections*
- *Challenge and Rigor*
- *Personal Meaning*
- *Praising effort*
- *Differentiation is different*

STUDENT ENGAGEMENT STRATEGIES

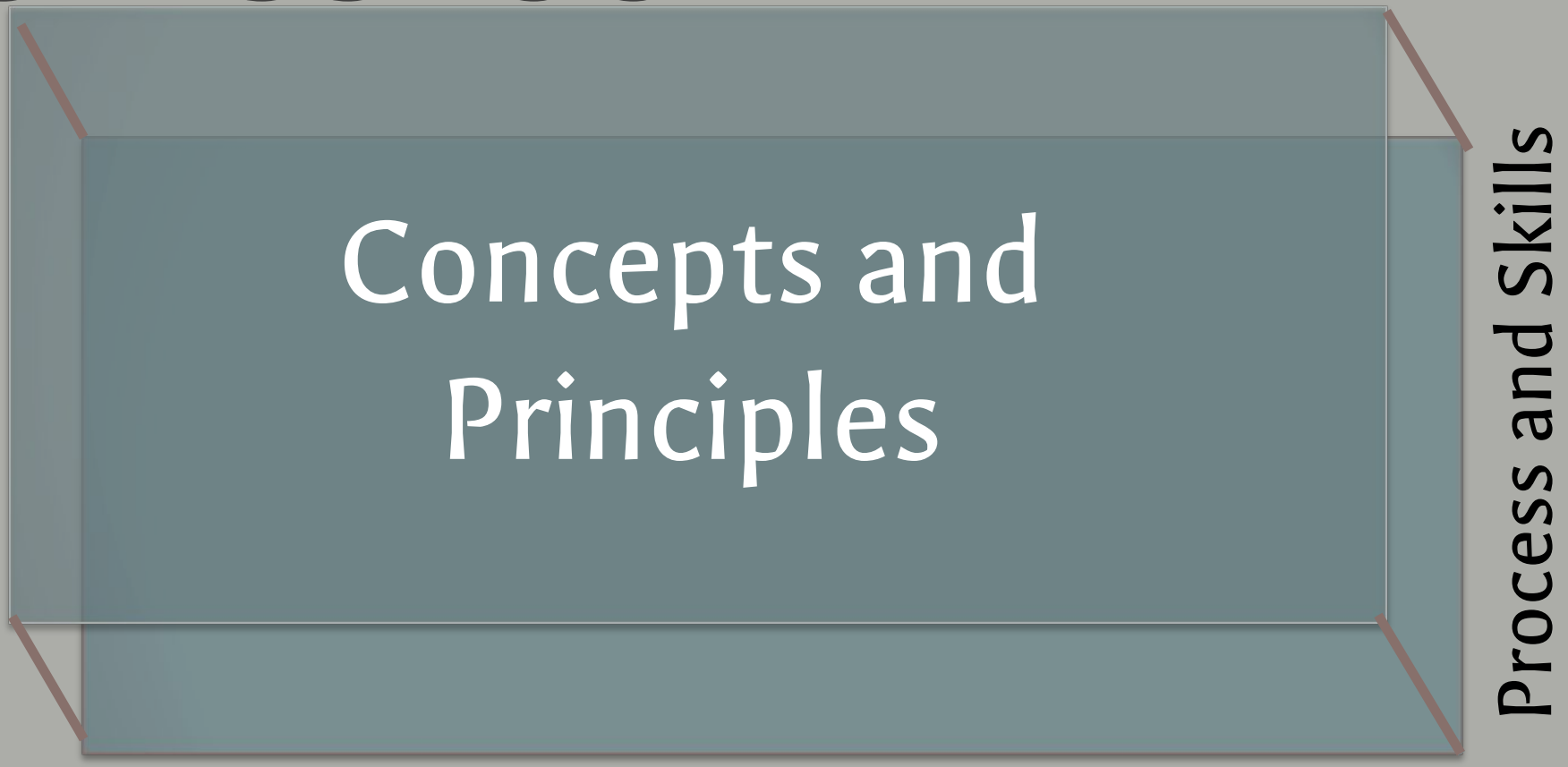
- *Conceptual Lens*
- *Concept Development*
- *Icons of Depth and Complexity*
- *Words of the Discipline – Think Links*
- *Rigor & Challenge*

THE THINKING CLASSROOM

Process and Skills

Factual Content

THE THINKING CLASSROOM



THE THINKING CLASSROOM

The Conceptual Lens

Allows us to “adapt lower-level curriculum materials to teach for deeper understanding.”

The Conceptual Lens

The Conceptual Lens

Local Heroes

The Conceptual Lens

Local Heroes

LEADERSHIP

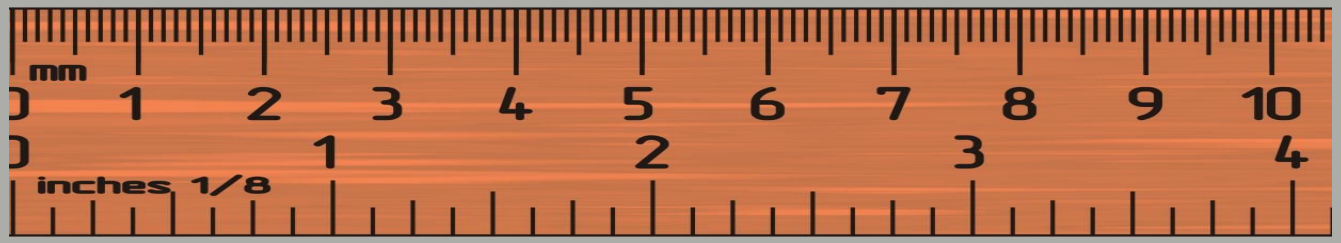
The Conceptual Lens

The Rain Forest

The Conceptual Lens

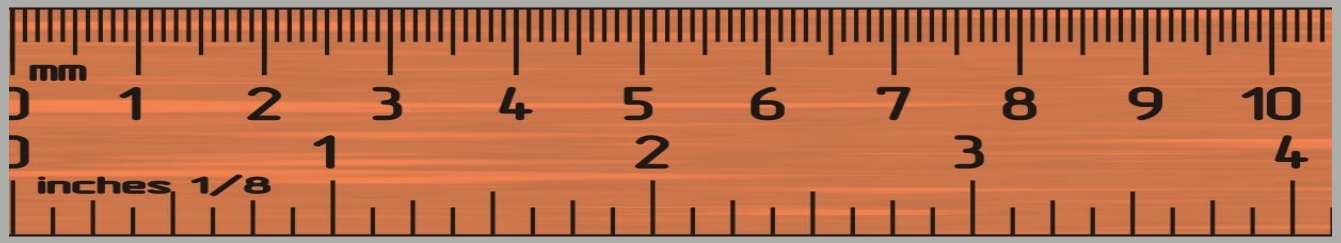
The Rain Forest

Systems



The Conceptual Lens

Measurement



The Conceptual Lens

Measurement

Balance

LET'S TAKE A LOOK THROUGH THE LENS OF SYSTEMS…

- *What are some things that are true about systems?*

**Group Activity*

SYSTEMS

Systems have parts (that work to complete a task).

Parts of systems are interdependent upon one another.

Systems follow rules.

Systems interact/work together/depend on each other.

LET'S TAKE A LOOK THROUGH THE LENS OF SYSTEMS...

Systems have parts (that work to complete a task).

Parts of systems are interdependent upon one another.

Measurement

Systems follow rules.

Systems interact/work together/depend on each other.

Systems have parts (that work to complete a task).

Parts of systems are interdependent upon one another.

Transportation

Systems follow rules.

Systems interact/work together/depend on each other.

Systems have parts (that work to complete a task).

Parts of systems are interdependent upon one another.

Finding the Main Idea

Systems follow rules.

Systems interact/work together/depend on each other.

Examples of Other Concepts and Generalizations

Patterns
Power
Relationships
Exploration
Change
Balance
Survival
Identity

Justice/Fairness
Cycles
Culture
Conservation
Adaptation
Form
Discovery
Responsibility

5 Steps of Concept Development... Thinking can be taught!

1. List
2. Group and Label
3. Subsume
4. Regroup
5. Generalize

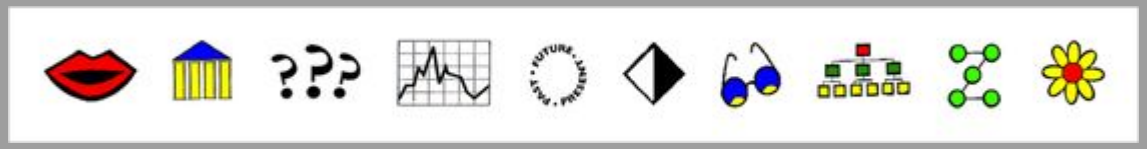
*Based on work of Hilda Taba - Presented by Dr. Shelagh Gallagher at NCAGT 2012

Focusing Question: what are some types of weather?

1. List	2. Group & Label	3. Subsume	4. Regroup & Label
rain sunshine tornado snow thunder tsunami fog windy lightening cloudy sleet	**Dangerous** tornado tsunami thunder lightening **wet** snow sleet rain fog cloudy **Clear** sunshine windy	**Everyday** wet Clear	**Indoor** rain sleet tsunami tornado lightening thunder **outdoor** snow fog sunshine windy cloudy

5. Generalizations: There are many types of weather. weather can be dangerous. Some weather keeps you from being able to be outside. weather may be different depending on where you live.

Icons of Depth & Complexity



Elements of *Depth*:

(*becoming an expert in the field)

- **Language of the discipline**
- **Big idea**
- **Essential details**
- **Rules**
- **Patterns**
- **Trends**
- **Unanswered questions**
- **Ethics**

Elements of *Complexity*:

(*interrelatedness of the content to other content)

- **Change over time - past, present, future; how & why things change**
- **Multiple points of view - considering a situation from many perspectives**
- **Across disciplines - making connections between, within, and across content**

*Developed by Dr. Sandra Kaplan

ICONS OF DEPTH AND COMPLEXITY ACTIVITY

- *Use the questions at your table to figure out with your group which icon matches which set of questions. One person reads the question. The others look for a match on the I**cons Handout.***
- *Note to Reader of the Question: Just read the questions. Don't share the title of the card.*

ICONS OF DEPTH AND COMPLEXITY ACTIVITY

Group 1: World War II

Group 2: Southern Cuisine

Group 3: Civil Rights

Group 4: Ecosystems

Group 5: Weather

Group 6: The Academy Awards

Group 7: Social Media

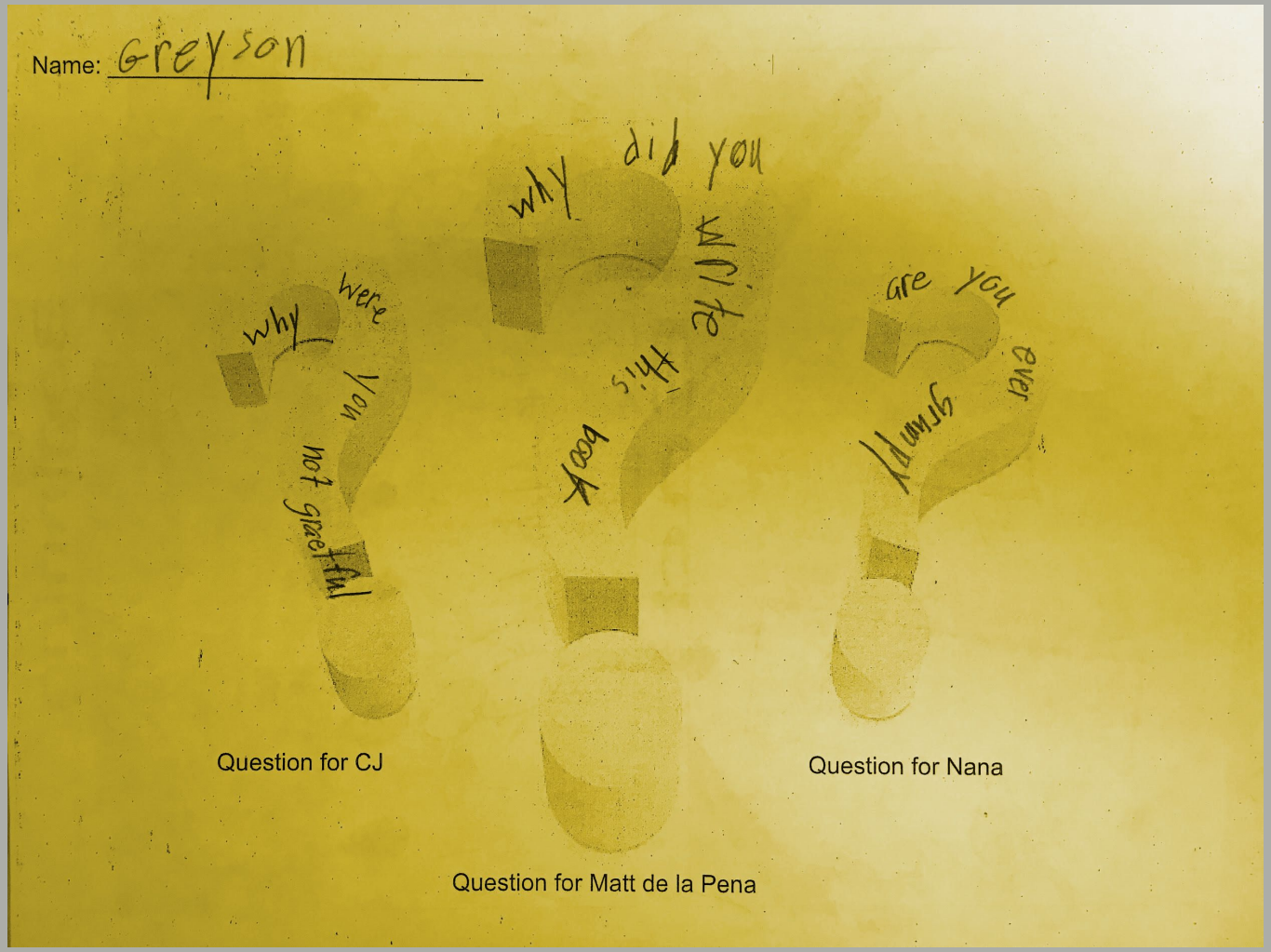
Using Picture Books to Teach the Icons

- *One Green Apple* by Eve Bunting - Multiple Perspective
- *Clever Jack Takes the Cake* by Candace Fleming - Patterns
- *Last Stop on Market Street* by Matt de la Pena - Change Over Time
- *Rough, Tough Charley* by Verla Kay - Ethics
- *Hanging off Jefferson's Nose* by Tina Nichols Coury - Trends
- *Goals* by Mina Javaherbin - Rules
- *Bag in the Wind* by Ted Kooser - Across Disciplines
- *Carmine: A Little More Red* by Melissa Sweet - Language of the Discipline

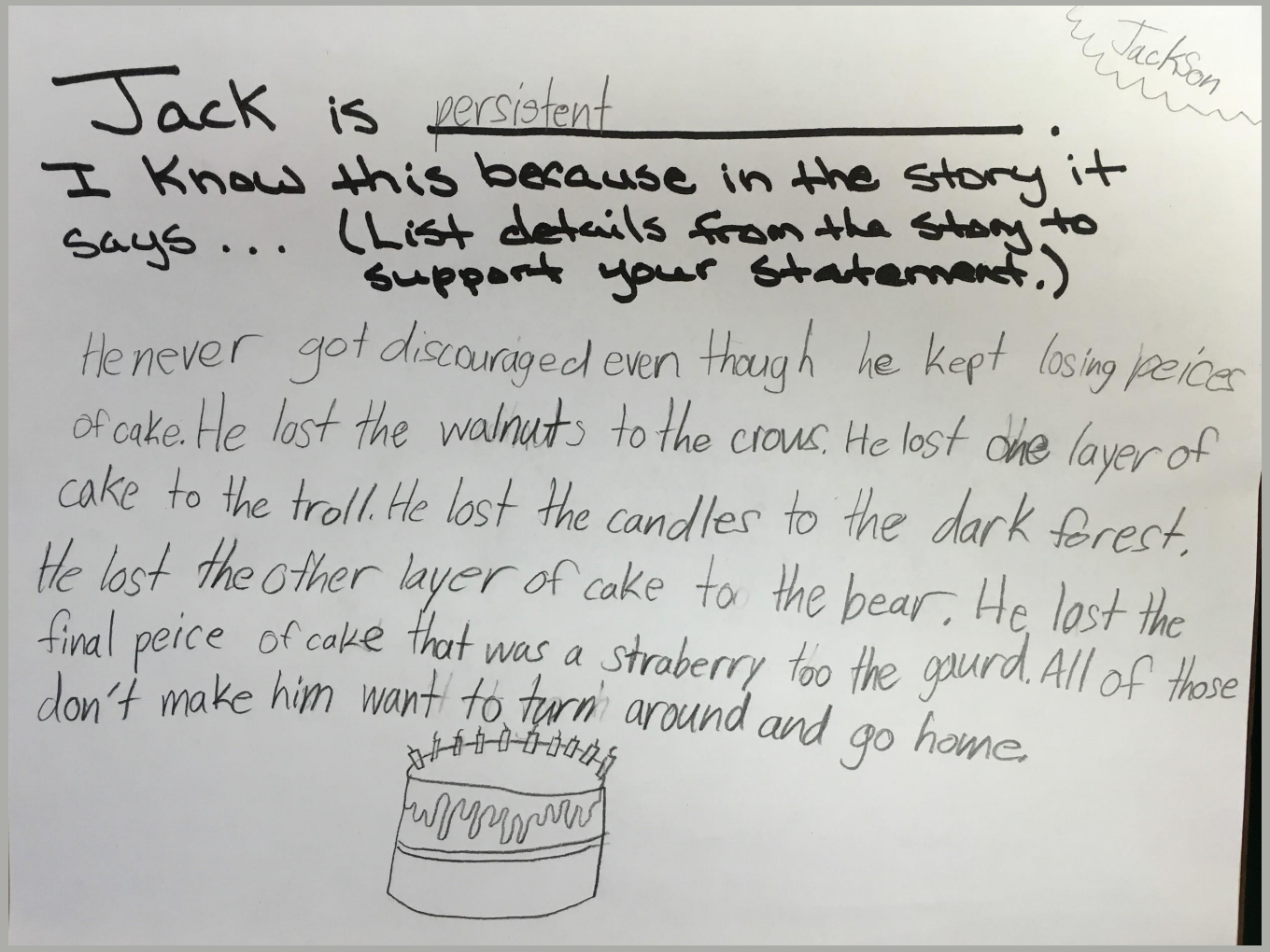
➢ Big Idea, Details, and Unanswered Questions can be easily incorporated into any of the above suggestions.

Student Work: Lesson on Change Over Time

Student Work: Lesson on Unanswered Questions



Student Work: Lesson on Big Idea/Details



Jackson

Jack is persistent.

I know this because in the story it says ... (List details from the story to support your statement.)

He never got discouraged even though he kept losing peices of cake. He lost the walnuts to the crows. He lost one layer of cake to the troll. He lost the candles to the dark forest. He lost the other layer of cake to the bear. He lost the final peice of cake that was a straberry too the gourd. All of those don't make him want to turn around and go home.

Student Work: Ethics

A girl brought a seashell to school for show and tell. Another student picked up the shell without permission and accidentally broke a piece off. No one else saw what happened. Should the student that broke the shell say something about what happened?

Is it legal to take something without permission?

There are many laws about stealing, So no it is not.

Is it balanced (fair to everyone) to say that the shell broke?

No it is not because you will be punished and probaly have to pay them money to buy another shell.

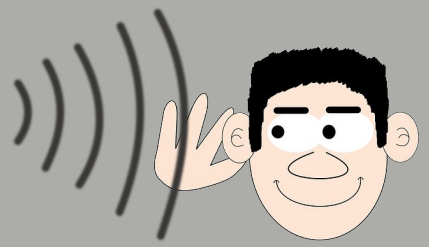
Is it right to not say anything?

No

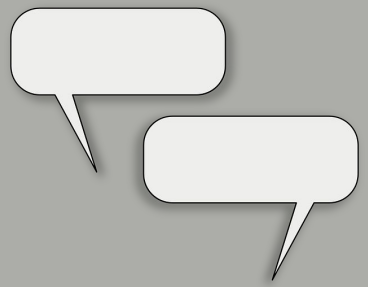
What is your advice to the student?

To tell the owner and say that you did it without permission and broke it on acsident and that your sorry.

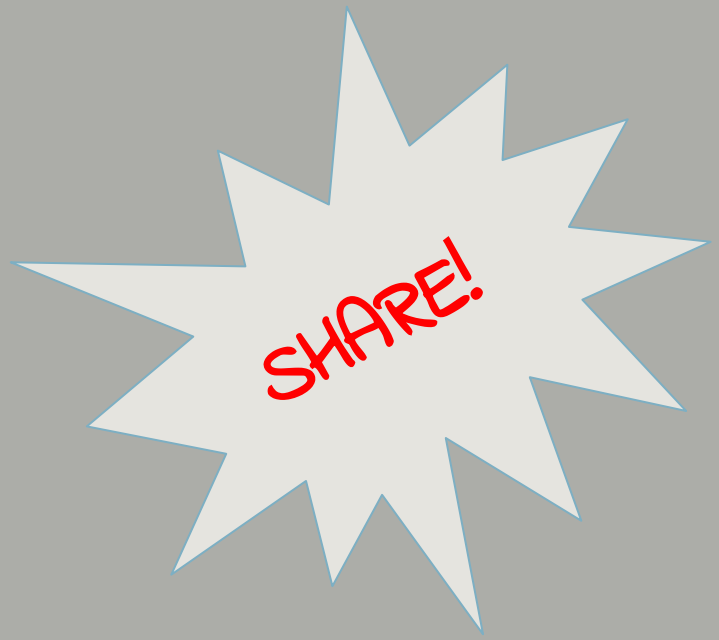
ICONS OF DEPTH AND COMPLEXITY ACTIVITY



A Fine Dessert



- *You will be assigned an icon.*
- *Listen to A Fine Dessert by Emily Jenkins. Consider it from the lens of the icon(s) you were given.*
  - *What parts in the story relate to the icon(s) you were given?*
  - *What activities could you have students do to explore the text through the icon(s)?*
- *Quick share out.*



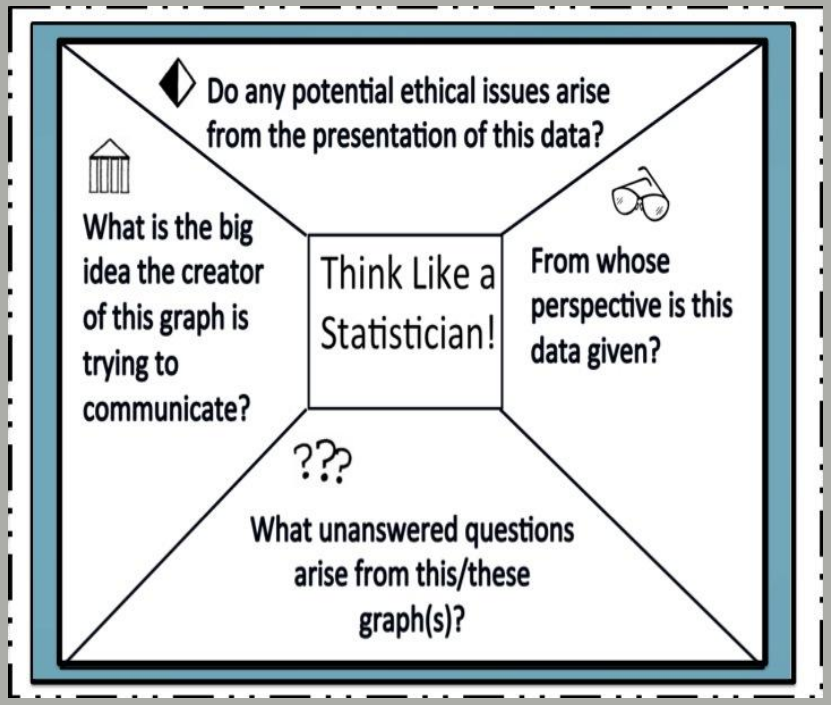
What connections did you make?

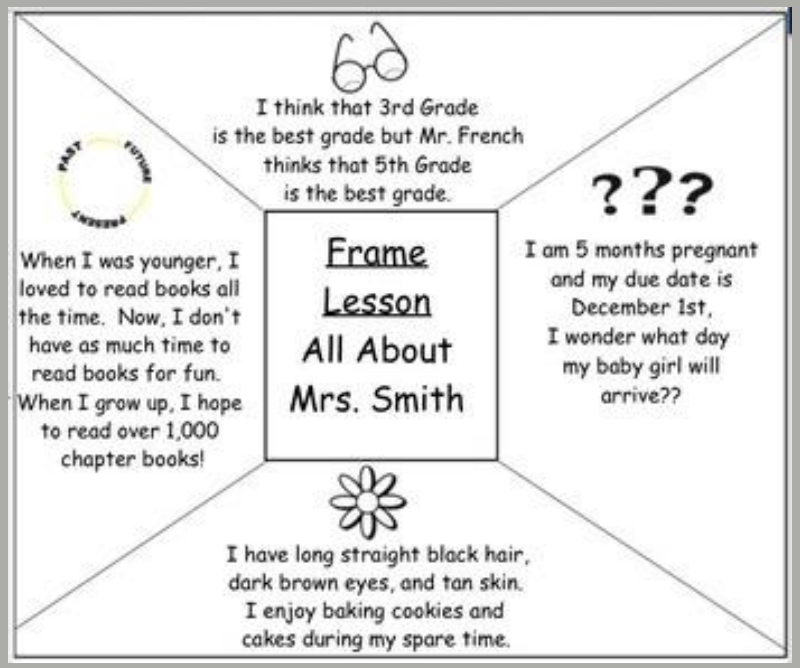
- **Language of the discipline**
- **Big idea**
- **Essential details**
- **Rules**
- **Patterns**
- **Trends**
- **Unanswered questions**
- **Ethics**
- **Change over time**
- **Multiple points of view**
- **Across disciplines**

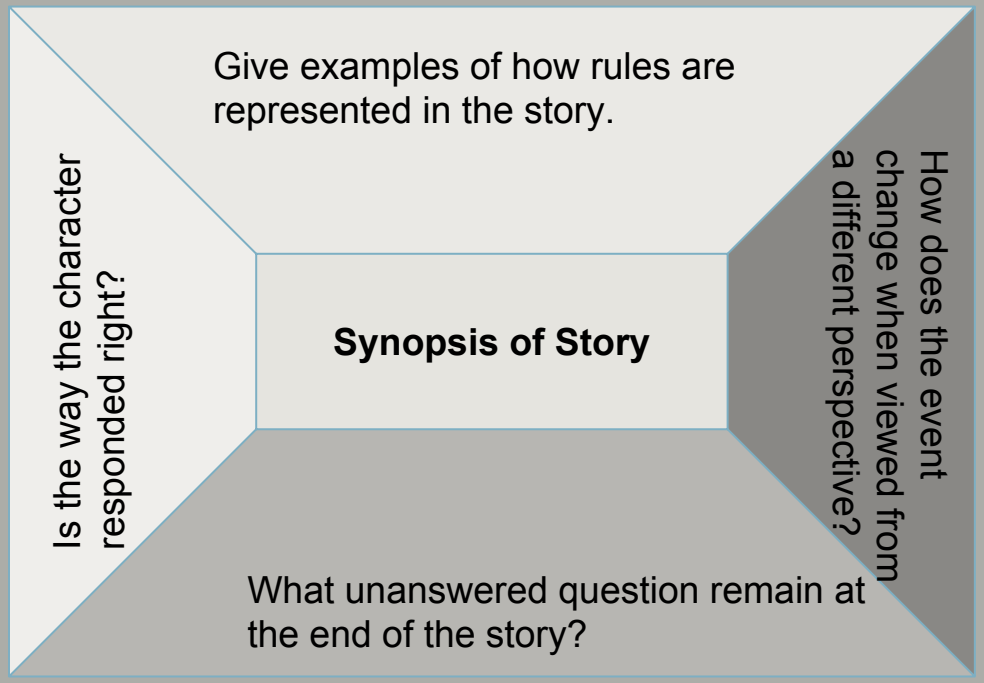
ICONS OF DEPTH AND COMPLEXITY

- *How might this need to be scaffolded for various grade levels?*
- *How does this strategy engage students?*

Using Frames with the Icons of Depth & Complexity







Incorporating the Icons of Depth and Complexity can be simple.

Students might:

- compare **big ideas** amongst two pieces of writing.
- contrast the **multiple points of view** in the Civil War.
- identify the **essential details** that make one argument stronger than another.
- reflect on the **trends** in their science scores.
- note the **patterns** that connect multiplication and addition.
- note the way a character **changes over time** in the course of a novel.

THINK LINKS:
WORDS OF THE DISCIPLINE

Password – One student draws a card from her bag and gives her partner a synonym or single word that might lead her partner to say the word on the card. No part of the word itself can be used as a clue. The partner makes a guess. If incorrect, the first student then gives a second one-word clue. Play continues until the word is guessed correctly, then the turn passes to the partner. Pairs work best.

THINK LINKS:

WORDS OF THE DISCIPLINE

Student A: Geography

Student B: Map

Student A: Landform

Student B: Mountain

Student A: Florida

Student B: Swamp

Student A: Italy

Student B: Peninsula

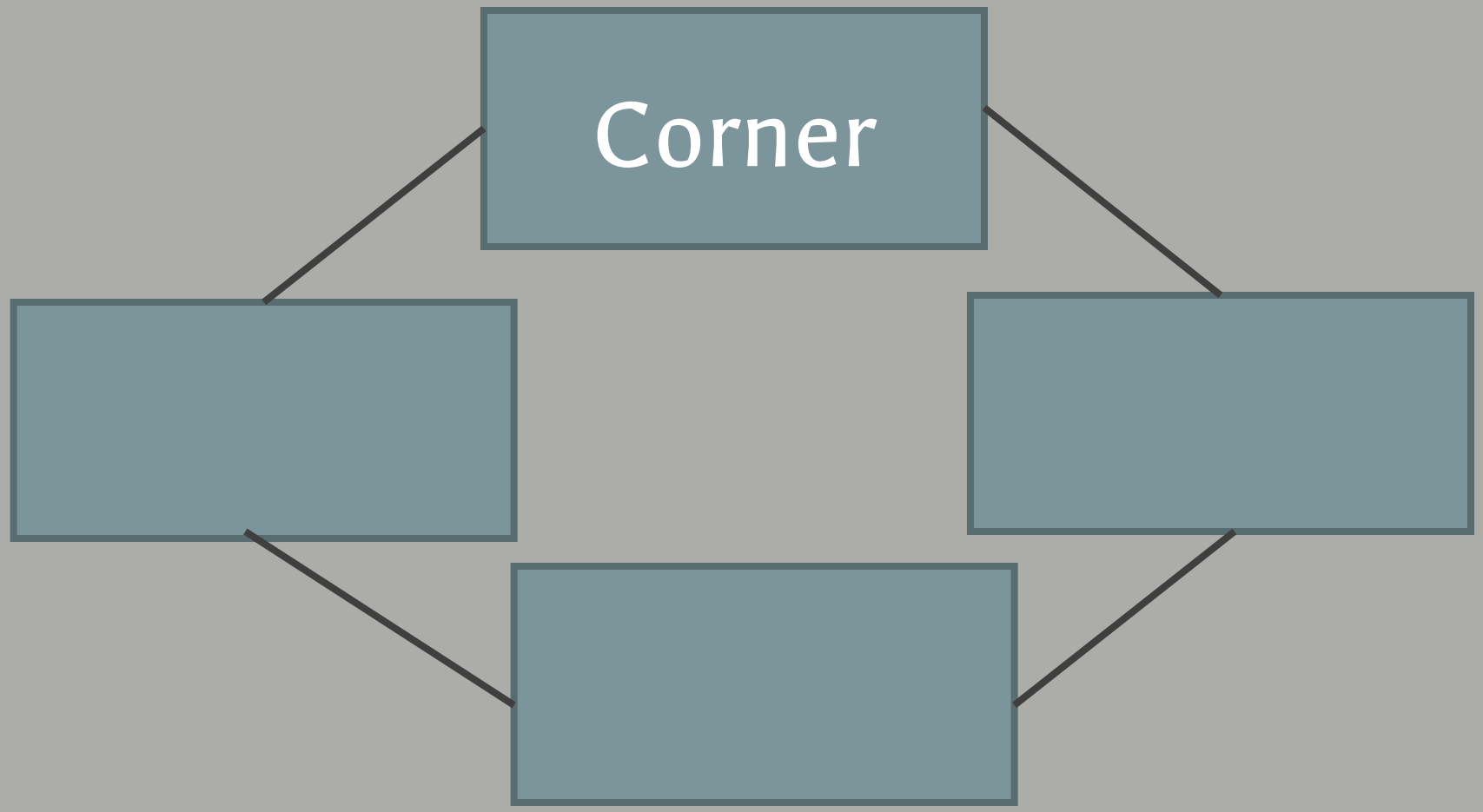
Student A: You are correct!

THINK LINKS:
WORDS OF THE DISCIPLINE

Each player is dealt 3-5 cards from her own bag of vocabulary cards. The rest are placed face down in a pile. The top card is turned over. Students take turns trying to make a THINK LINK between the top card and one from their hand.

***For example**, a student might lay down a card that says: **Peninsula**. One of the cards in the student's hand might be **Napolean**. An answer might be, "A peninsula sticks out from the land like Napoleon stuck out from the rest of European leaders."*

THINK LINKS:
WORDS OF THE DISCIPLINE



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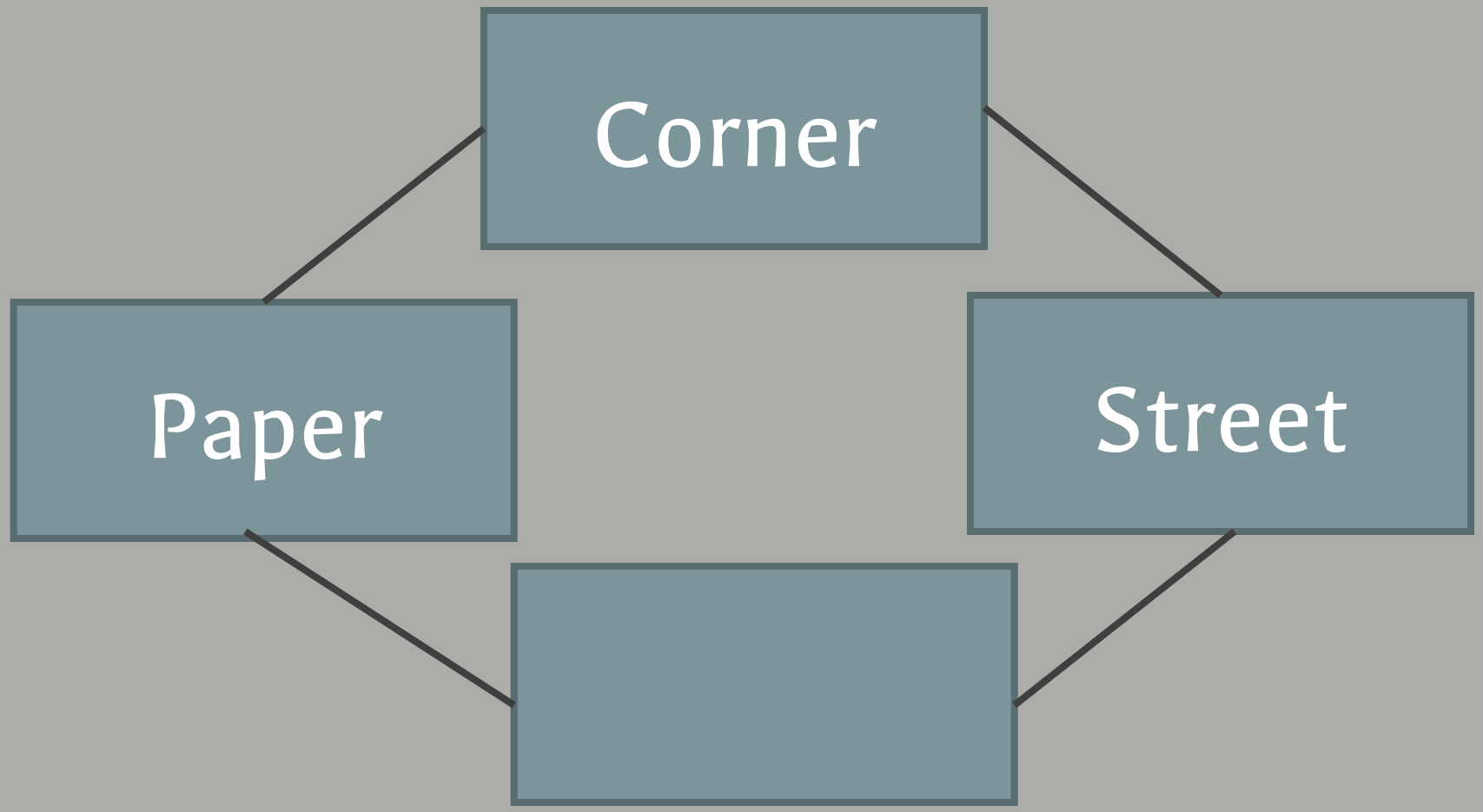
WORDS OF THE DISCIPLINE



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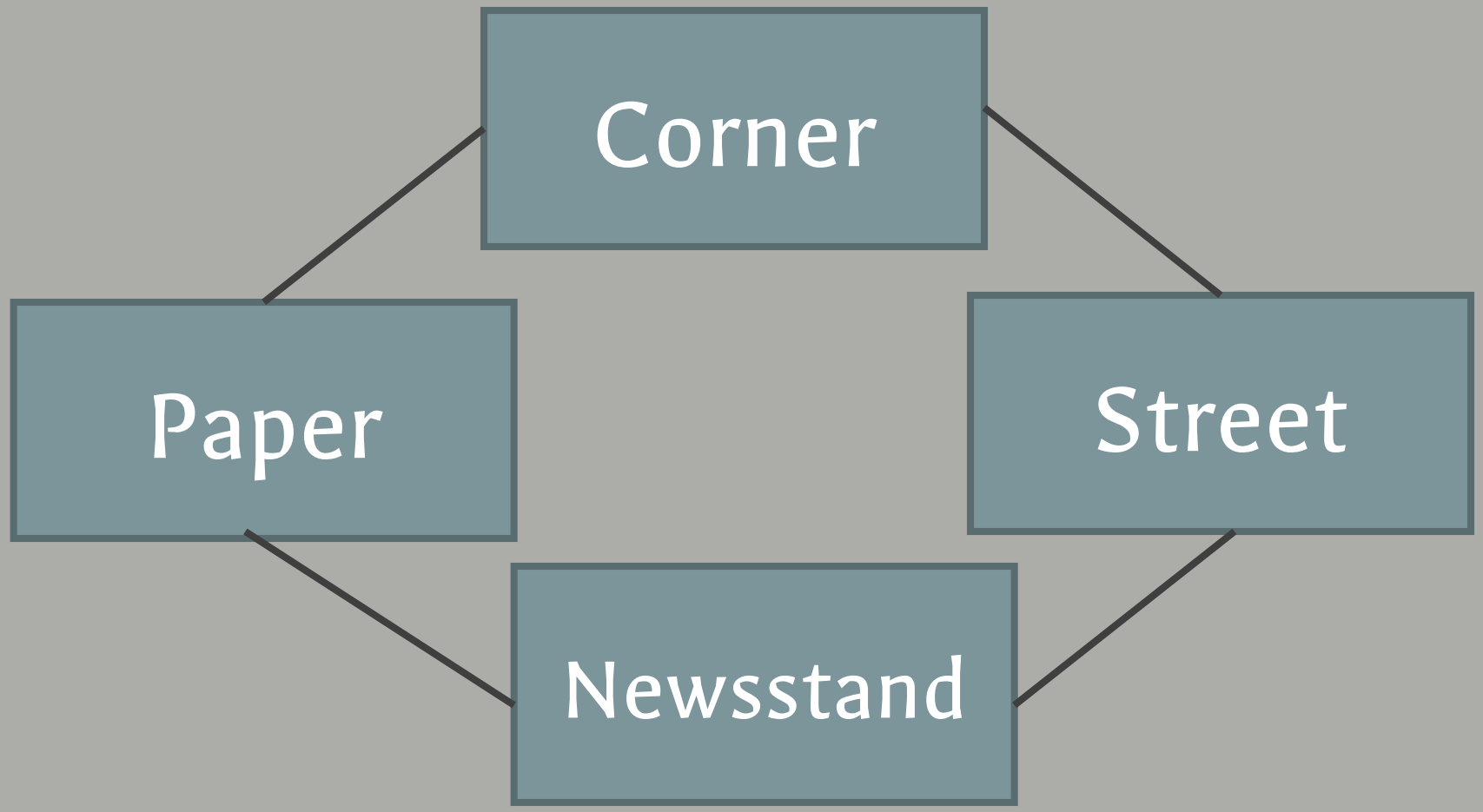

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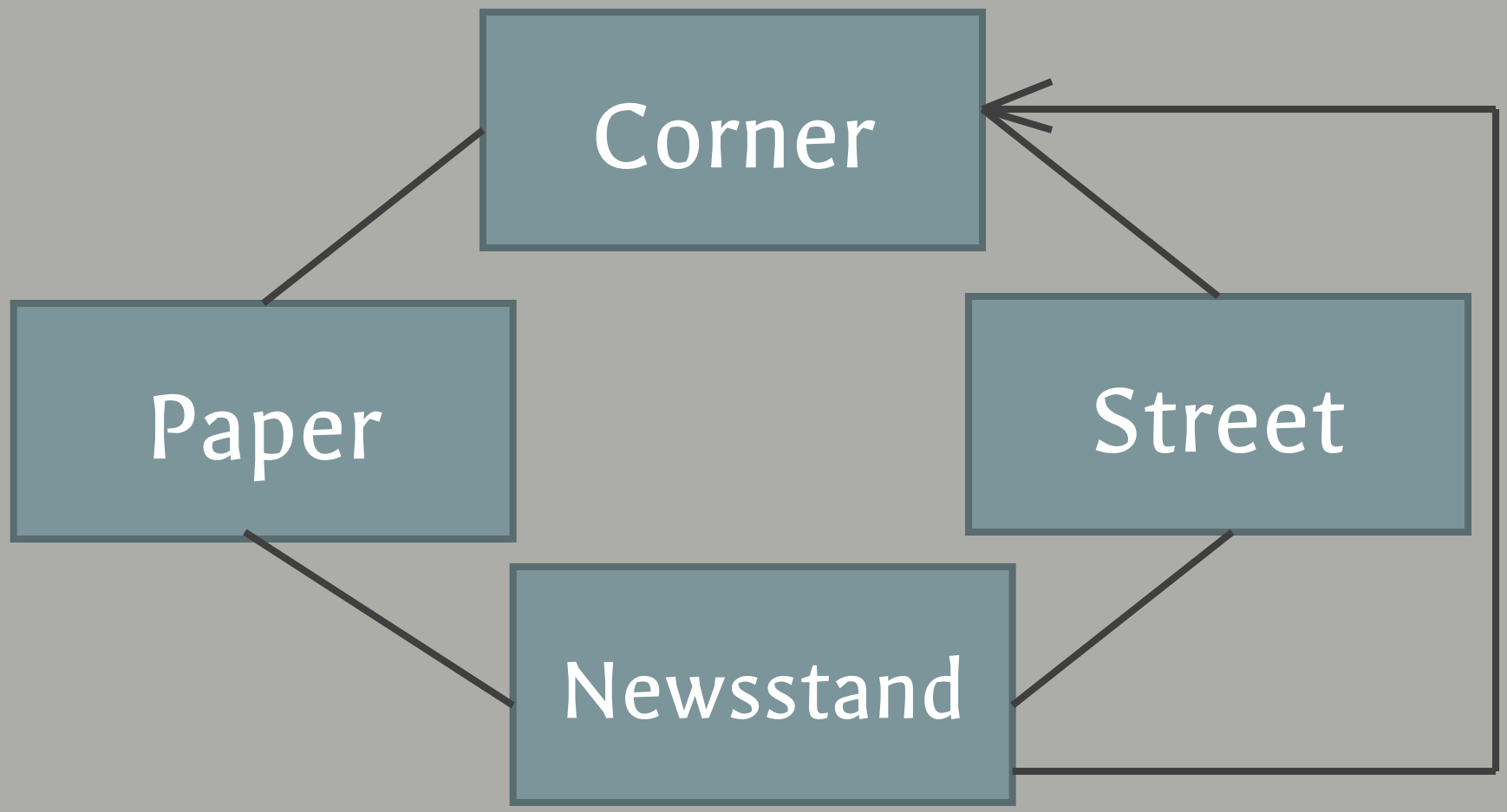
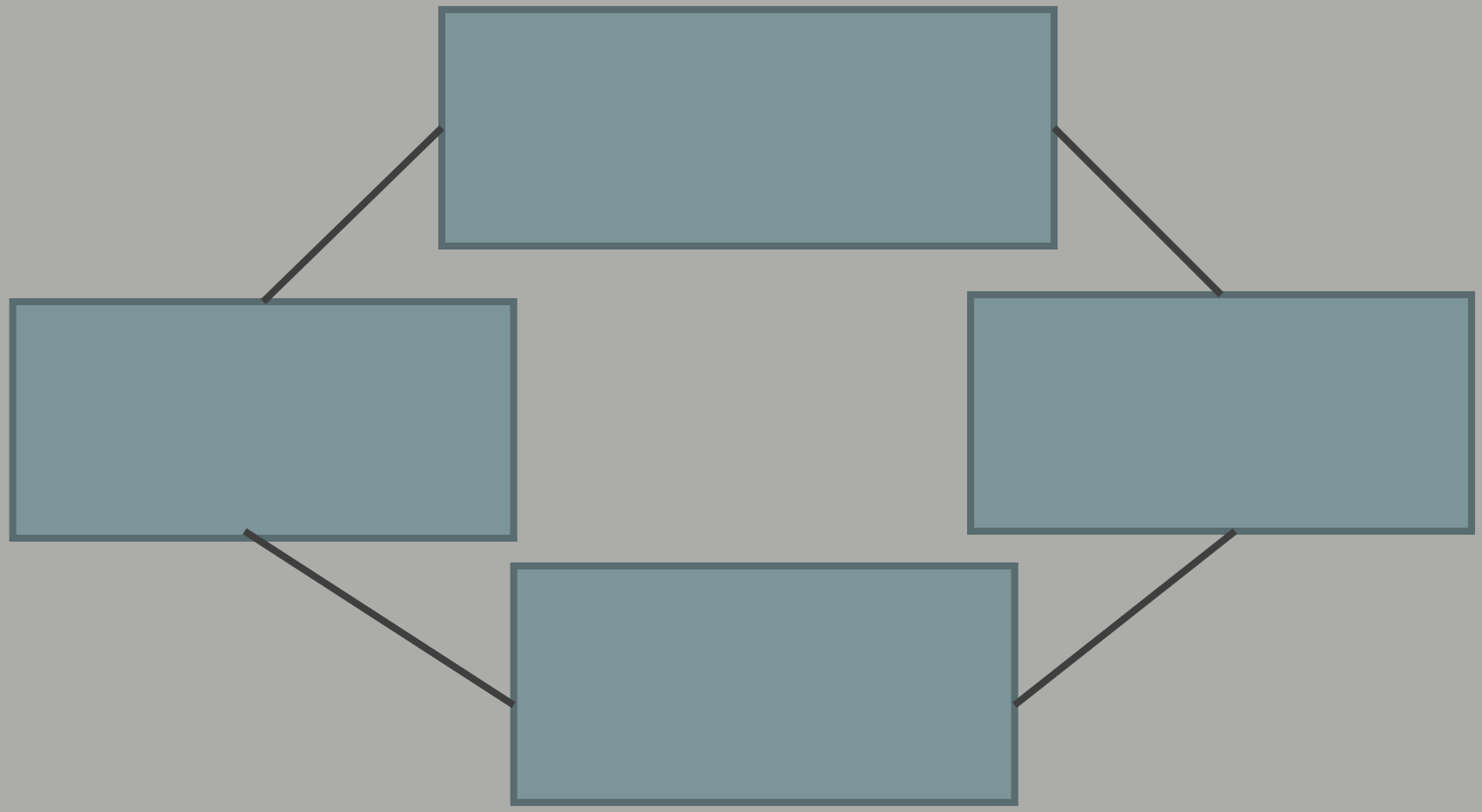


THINK LINKS:

WORDS OF THE DISCIPLINE



What is Rigor?

Rigor is a quality of instruction that requires students to construct meaning for themselves, impose structure on information, integrate individual skills into processes, operate within but at the outer edge of their abilities, and apply what they learn in more than one context and to unpredictable situations.

The Power of ‘THAT’ & ‘AND’ in developing rigorous objectives…

Create a new ending to the story.

Create a new ending to the story THAT incorporates the theme of friendship AND includes symbolism.

Design a park.

Design a park THAT is to scale, contains at least four elements, is research-based AND supports the needs of your community.

Using Questioning...

- High level questioning is key in increasing rigor and engagement.
- Teach students how to ask high level questions.
  - Questioning can be taught via Bloom's Revised Taxonomy. Teach students the levels and the verbs associated with each level.
  - Good questioning takes practice.

STUDENT ENGAGEMENT STRATEGIES

- *Conceptual Lens*
- *Concept Development*
- *Icons of Depth and Complexity*
- *Words of the Discipline – Think Links*
- *Rigor & Challenge*

Reflection

- *Which student engagement activities did we learn today? Which ones might you use in your teaching?*
- *Why are these activities engaging? How do they help provide rigorous curriculum?*
- *What are the pros and cons of using such activities?*
- *What are some things to remember about implementing these strategies?*

Questions

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Thank you for your time!